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ABSTRACT

A study investigated the content of commonly-used English-as-a-Second-Language textbooks used in Japanese nursing education and compared this information with the expressed language needs of nursing students. Seven English textbooks analyzed, all aimed at nursing students, presented instrumental language based on a situational approach to English teaching; none offered a humanistic approach to nurse-patient relations. Most of the situations presented were those in which the nurse explained a procedure to the patient. A survey of 25 second-year nursing students, 12 studying English with a native speaker and 13 with a non-native speaker, was conducted. Of both groups, 88 percent agreed strongly that they would like enough English to address patients' emotional needs, and anticipated dealing with foreign patients. A taxonomy that prescribes and predicts approaches to English for special purposes (ESP) for syllabus design, course, and materials design was developed and is presented here. It is also recommended that courses in English for nursing balance the instrumental and humanistic needs of patients and those who nurse them. Contains 10 references. (Author/MSE)

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Dale Bay

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Original Article

Instrumentality and integration : A taxonomic approach to analyzing motivational factors in syllabus and materials design for English for nursing purposes in Japan

Dale Bay *

Abstract

In English for Nursing Purposes (ENP) in Japan, the traditional focus of instruction has been on "instrumental" or practical, career-oriented uses of language. Seven English textbooks aimed at nursing students were analyzed. All of them presented instrumental language based on a situational approach to English teaching. Overall, none of the texts offered a "humanistic" approach to nurse-patient relations; the focus was on nursing and medical problems. Therefore most of the situations can be classified as "procedural," where the nurse is instructing or explaining a procedure to the patient. The nurse is usually the authority figure in these interactions. But what do nursing students themselves want to speak English for ? Twenty-five nursing second year students at Keio Junior College of Nursing were surveyed. Twelve were studying English with a native-speaker of English (NSE) faculty member and thirteen were not. Of both groups, 88% agreed very strongly with the statement that they would like to speak enough English take care of foreign patients' emotional needs. Moreover, none of the respondents disagreed with the statement that it would be necessary to nurse foreign patients in the future. These findings are significant, and suggest that there may be a fundamental perception gap between the hopes and expectations of nursing students themselves, the designs of ENP English education programs and the preconceptions of writers of textbooks for ENP. A taxonomy is presented which attempts to describe and predict approaches to ESP for syllabus, course and materials design. While further study is recommended, courses in ENP and the teaching materials used for ENP should balance the instrumental and humanistic needs of patients and those who nurse them.

Key words English as a Foreign Language (EFL), nursing, English for Nursing Purposes (ENP), motivation, EFL materials design, nursing professionalism, caring for foreign patients in Japanese hospitals.

Introduction

Throughout the world, there is a great deal of standardization in the design of the curriculum of professional education and training for nurses. As much of the most advanced and current research is published in English, and as English is, in the late 20th century, the *de facto* international language, it is natural that the teaching of English be included in the nursing syllabus. Moreover, there has been a great increase in the number of non-Japanese who come to live in Japan for longer periods of time and there is a trend towards bringing entire families to Japan thus creating a need for nurses who can speak to

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people of all ages and from many countries. Thus foreigners can no longer be stereotyped as white, English-speaking businessmen with company accounts which will pay all charges without question. The increasing complexity of the foreign population in Japan will make new demands on medical institutions from the front desk staff at admissions to the the nurse on the floor.

In Japan, nurses receive approximately six years of English instruction during their secondary school years. For the most part, that instruction consists of lessons based on the traditional Grammar-Translation method. There has been a trend, during the past few years, to introduce foreign teachers, known variously as Assistant English Teachers (AETs) or Assistant Language Teachers (ALTs) in the public schools, but it may be too soon to evaluate the effects of their instructional efforts, especially on nursing students, at this time.

At Keio Junior College of Nursing, students are required to study English with Japanese teachers of English in their first and second year of study. In the second year, there is the opportunity to take an elective class which is given by a native-speaker of English faculty member.

In the elective class in English, students are presented with a different type of instruction. The shift is a fundamental one; from the "paper skills" of reading and writing, to the "human relations skills" of speaking and listening. But there is a strong dose of cross-cultural communications as well. The focus is not only on language skills, but on how those skills should be used in professional and social settings. For most students, this is completely new and often very interesting.

What is the relationship between the ENP texts currently available and the needs and expectations of the students who use them? Do nursing students expect they will have to work with non-Japanese patients, and if so, do they feel that they will have to use English with them? What attitudes do nursing students have towards English, foreign patients and their text books? This exploratory paper investigates these questions through the presentation of descriptive data based on actual ENP texts and a survey conducted among 25 student nurses at Keio Junior College of Nursing.

Method

This paper consists of two parts; An analysis of ENP texts and a survey.

Text Analysis

Eight ENP texts: *Let's Speak; American Hospital (1); Caring for Patients (2); Surgical Patient (4); Practical English; Nursing English; English for Nursing* and *General Guide*, were compared on the following points: English only; Instrumental, Format; Oral Drills; Units.

Survey

Twenty-five second year nursing students were given an attitudinal survey. The 25 students consisted of two groups: 13 who did not choose to attend an elective class in oral English with a native-speaker of English teacher and 12 who did. The survey (Appendix 1) was written in English and translated into Japanese. All the students were surveyed at the same time, in the same room. The questions were read, in Japanese, by one of the students. Questions concerning the survey were permitted. Responses were tallied on tally sheets which asked students if they were students in the elective English class (yes/no) and showed the survey item accompanied by a 5

point Likert-type scale.

Results

The results of analysis of selected ENP textbooks and the survey items are summarized in Tables 1 and 2.

Discussion

ENP Text Analysis Discussion

With the exception of *Let's Speak : Let's Learn*, none of the texts analyzed had any provision for oral drills. With the exception of *A General Guide for People Visiting a Hospital*, all of the texts were situational, i.e. in the hospital. The overall emphasis was on nurse-patient interaction. All of the texts contained Japanese explanations and study notes. Several included Japanese-English vocabulary lists or glossaries. It can be inferred that the authors' of the texts generally expected that they would be taught by Japanese teachers of English rather than native-speakers of English.

Survey Discussion

The responses to Question 1 (Table 2) seem to indicate that there is general agreement that English conversation skills are considered important, although nearly twice as many NNS students as NS students (30.7% compared with 16.6%) were neutral. Question 2 asked about English reading skills. NNS indicates a binomial distribution (peaks at −1:25% and +1:33.3%) compared with a roughly even split for NS with 50% neutral and a combined 67% agreeing that English reading skills are important. Question 3 seems to reveal a certain interest or expectation of nursing foreign patients on the part of NS while only a combined 23% of NNS felt it was likely. In percentage terms, NNS were twice as likely to be neutral towards the possibility (53.8%) as NS (25%). There was general agreement with Question 4 that nurses in Japan don't need to learn English conversation with only one respondent out of 25 agreeing with the statement at the +1 level. Question 5 however, showed strong disagreement with the contention that nurses should study only the English necessary to take care of patients' medical needs with two out of 25 respondents agreeing with that statement. Question 6 gives a rather mixed but interesting result: There seems to be a somewhat stronger feeling on the part of the NNS group that foreign patients are troublesome compared with the NS group. Virtually everyone disagreed with the statement given in Question 7 that all foreign patients can speak English, with only one respondent claiming otherwise. Question 8 is

Table 1 : Analysis of Selected English Conversation Textbooks: English for Nursing Purposes (ENP)

Text	English only	Instrumental	Format	Oral Drills	Units
Let's Speak	No	Yes	Situational	Yes	15
American Hospital (1)	No	Yes	Situational	No	15
Caring for Patients (2)	No	Yes	Situational	No	15
Surgical Patient (4)	No	Yes	Situational	No	15
Practical English	No	Yes	Situational	No	57
Nursing English	No	Yes	Situational	No	20
English for Nursing	No	Yes	Situational	No	34
General Guide	No	Yes	Translational	N/A	N/A

Table 2 : Survey Items

1. Good English conversation skills are important for me as a professional nurse.

	NS	NNS	ALL
−2	0	0	0
−1	0	0	0
0	16.6	30.7	24
+1	41.6	38.6	40
+2	41.6	30.7	36

2. Good English reading skills are important for me personally as a nurse.

	NS	NNS	ALL
−2	0	8.3	4
−1	0	25	12
0	50	16.6	28
+1	33.3	33.3	32
+2	33.3	16	24

3. It will be necessary for me to nurse foreign patients.

	NS	NNS	ALL
−2	0	0	0
−1	0	23	12
0	25	53.8	40
+1	41.6	7.6	24
+2	33.3	15.3	24

4. Nurses in Japan don't need to learn English conversation.

	NS	NNS	ALL
−2	58.3	38.6	52
−1	33.3	61.5	44
0	0	0	0
+1	8.3	0	4
+2	0	0	0

5. Nurses should only study the English necessary to take care of patients' medical needs.

	NS	NNS	ALL
−2	83.3	61.5	72
−1	16.6	23	20
0	0	0	0
+1	0	15.3	8
+2	0	0	0

6. Foreign patients are troublesome.

	NS	NNS	ALL
−2	25	15.3	20
−1	33.3	38.6	40
0	25	15.3	20
+1	8.3	30.7	16
+2	8.3	7.6	4

7. All foreign patients can speak English.

	NS	NNS	ALL
−2	100	76.9	84
−1	0	15.3	13
0	0	0	0
+1	0	7.6	4
+2	0	0	0

8. I would like to speak English well enough to take care of patients' emotional needs.

	NS	NNS	ALL
−2	0	0	0
−1	0	0	0
0	0	0	0
+1	8.3	15.3	12
+2	91.6	84.6	88

9. I am interested in learning English only as a hobby.

	NS	NNS	ALL
−2	8.3	23	16
−1	58.3	46.1	52
0	8.3	23	16
+1	16.3	7.6	12
+2	8.3	0	4

10. I am interested in nursing foreign patients.

	NS	NNS	ALL
−2	0	0	0
−1	8.3	38.6	28
0	33.3	38.6	36
+1	33.3	7.6	16
+2	25	15.6	20

Survey Scale (%)

Students were asked to respond on a five-point Likert scale expressed as:

(−2) Strongly Disagree (−1) Somewhat Disagree (0) Neutral (+1) Somewhat Agree (+2) Strongly Agree

NS Native Speaker of English teacher (n=12)
NNS Non Native Speaker of English teacher (n=13)
ALL NS+NNS (n=25) Note: Errors due to rounding

very revealing. All respondents, in both categories, expressed a strong desire to speak English well enough to take care of patients' *emotional* needs, although there was a slightly stronger feeling on the part of the NS group (91.6% compared with 84.6% at the +2 level). Question 9 attempted to contrast "learning English only as a hobby" as opposed to learning say, ENP, however the question may not have been clearly written or it may have been misunderstood. The results are mixed, with most respondents disagreeing. Finally, in Question 10, an attempt was made to discover the students' attitudes toward working with foreign patients. More of the NS group expressed interest (+1:33.3%; +2:25%) compared with the NNS responses (+1:7.6%; +2:15.6%) but there was also a large, almost evenly matched neutral response of 33.3% for NS and 38.6% for NNS.

Survey Implications

It may be that there is a tendency, as indicated by the data, to voluntarily separate into two groups, and this may be indicated by enrollment or the lack thereof in the NS English courses offered by the college. Of those who indicated a liking for studying English, two motivations may be at work: One is a desire to study English without regard to any instrumental or professional ends, perhaps simply for personal satisfaction. However, most respondents disagreed with Question 9, studying English simply as a hobby. Another reason might be integrative motivation (Gardner and Lambert, 1972) the desire to communicate with persons who speak another language. The responses to Questions 1, 4 and 8 lend support to this view. One reason the NNS group may not feel much need for English skills is the possibility that they will work in less "international settings" in smaller Japanese cities and towns off the "beaten track" thus having less opportunity to be in contact with foreigners.

Taxonomy

Motivation in learning is a complex phenomenon and by its very nature difficult to measure or evaluate. Nonetheless, the fact that there is no logically positive tool for the evaluation of motivation should not hinder us in attempting to understand it, even as we wait for better psychological tools to be developed. One way of looking at ENP might be to arrange key concepts into a taxonomy. Such a taxonomy would facilitate discussion among course designers and text book writers. One view of such a taxonomy would be to compare "motivation" – accepting the caveats such a term requires – with language ability or "level." Such a tool might have both descriptive and predictive uses.

It can, of course, be said that it is possible for a nursing student or nurse to have an integrative motivation but not an instrumental one from the very beginning. That is to say, a nursing student may simply want to be with foreigners and speak their language etc. without learning instrumental ENP. But given the nature of the instrumental motivation, to identify with and communicate with members of the target language and culture, it is unlikely, though of course possible, that a nurse's language study goals could be simply integrative without being instrumental as far as ENP is concerned. Thus we may take, for the purposes of this discussion and given the limited definition of the terms as used in this paper, the view that integrative motivation subsumes instrumental motivation, but not vice versa.

A comparison of the attitudinal survey and the text analysis supra suggests that there

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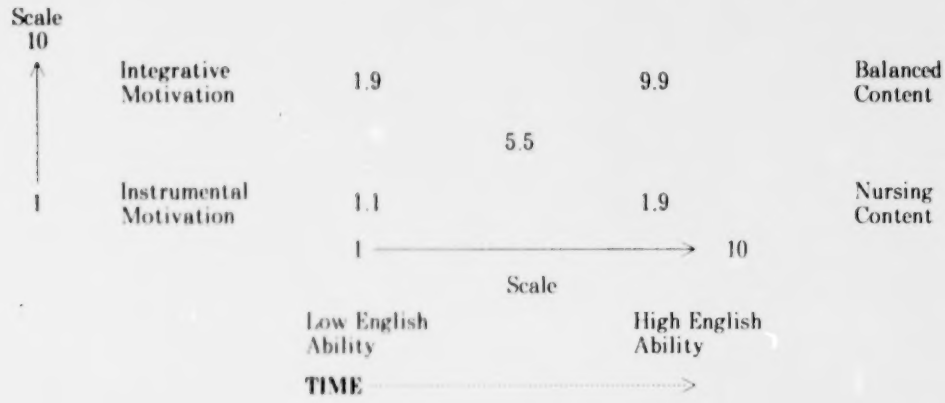
Table 3 : Taxonomy for the analysis of teaching approaches by motivation, content, English level and time



Interpreting the Taxonomy

Looking at the principal points on the taxonomy, which represents a 1 to 10 scale along the vertical (motivation) axis and the horizontal (English ability) axis, we find:

1.1 low instrumental motivation/low English ability

1.1s can be characterized by a lack of interest in learning ENP even at its most basic level and in any case they lack the English skills necessary to provide anything beyond the most basic nursing services, if any. The General Guide for People Visiting a Hospital was probably meant for 1.1s. Books of this type can fill a real gap in providing ELT materials at the 1.1 level. The focus of classes for 1.1s should perhaps be on what books such as General Guide for People Visiting a Hospital are available and how they are used. We must accept the caveat that low English ability does not of itself preclude high integrative motivation. Time is a factor which must be considered as well.

1.9 high integrative motivation/low English ability

1.9s basically like to be with other people, including foreigners, and can be said to be highly motivated. Their basic problem is lack of language ability. Language programs which combine elements of both ENP and regular English conversation classes which take a social/cultural approach to language teaching will likely meet with the most success among 1.9s Program designs which use a combination of available ENP texts and commercially available English texts will be adequate at the 1.9 level, given its transitional nature.

5.5 intermediate motivation/intermediate ability

5.5 have a balanced view in that they accept both the professional ENP and the integrative aspects of language learning and they have sufficient language skills to be communicative. For 5.5s or greater, specially designed ENP texts which take both motivational factors into account while accommodating their language level should be designed.

9.1 low instrumental motivation/high English ability

9.1s may speak English well but may not want, or simply not expect to deal with foreign patients. This could reflect career choices too. Depending on the department of specialization, the future nurse might be quite certain she will not have to deal with foreign patients, so why bother to study ENP.

9.9 high integrative motivation/high English ability

This is the extreme end of the quadrant from 5.5.

The key to interpreting this scale lies in identifying points along the "motivation" axis and the "content" axis. Describing, but not defining, a combination of type of motivation and type of content requires that

might be room for change in the design of ENP text books. All of texts cited above focused exclusively on ENP in an instrumental way. However, the expectations of nursing students are complex. From the evidence presented above, it does not follow that a text book for ENP should focus exclusively on medical-nursing problems to exclusion of social or personal discourse of the target culture. It does of course follow that given the relationship among time, language level and motivation, the strictly content-based approach may be a disincentive to some nursing students who do not find the materials available communicatively satisfying. Thus they may actually avoid English classes which focus on instrumentally oriented ENP offered as say, elective English class with native speaker of English instructors, because the content is too narrow.

Conclusion

Humanism in the teaching of ENP

As has been demonstrated in this paper, the general approach to ENP has focussed on instrumental aspects of nurse-patient relations with special reference to procedural communications e.g. compliance or explanation. The classroom experience of this author suggests that topics of interest to nursing-students range from procedure to tourist-survival to more existential concerns such as death and dying (of themselves, their friends and family as well as patients); career stress and burnout (given the astonishing turnover rates in the nursing profession, an essential area of concern) to name but two.

What is apparent from the present study and the author's own classroom experience is the need to make the study of English to come alive by giving the students opportunities to express their feelings, hopes, desires, fears, anger and joy towards life as they experience it both personally and professionally. The usual promise of the traditional English classroom is "Learn this now, someday you will need to know this." But for student-nurses, that day has arrived. A humanistic approach to ENP can be the capstone, the catalyst, which brings their many years of English study, their professional nursing training and their obvious and sincere desire to minister to the sick, injured and infirm together in one meaningful whole.

Recommendations

1. Texts used for ENP should not be based entirely on "nursing" (content) English as this may demotivate some students.
2. ENP texts should be graded.
3. Students, nurses and foreign patients should be consulted during the preparation of the text or teaching materials as they are the ultimate end-users. A cooperative approach has much to recommend professionally.
4. A single text, intended to be used for one year, will not adequately address the needs of nursing students in terms of raising their English level and moving from "nursing" (content) English at the instrumental level to more "humanistic" approaches which teach the students how to treat patients' (and their own) emotional needs. Thus a single text intended to

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the reader arrive at a two digit number – one for each scale. Traditionally, these numbers are separated by a point. To avoid negative numbers and to conform with normal usage, negative numbers have been avoided. It can of course be argued, correctly, that the point midway between "instrumental" and "integrative" motivation, and between "nursing" and "balanced" content should have been zero, with ascending and descending scales. Similarly, if nursing content is seen as either +5 or −5, then "balanced" could be the zero point on a half-scale of this type. "English ability" could have be quantified but this has not been done in this paper.

be used over three years, or three individual texts as part of a series for Years 1, 2 and 3, specifically designed to fill the gap between the areas of content-based ENP texts, which is well covered by existing publications, and the area of humanistic ENP, which to the best knowledge of the author, has not been addressed as yet. Thus it is recommended that a new, humanistically based ENP text be written for use at Keio Junior College of Nursing.

5. Further research in this area is recommended.

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Appendix 1

Keio Junior College of Nursing
Survey Needs Analysis of Nursing students
English language requirements
Dale Bay 27 October 1993

1. Good English conversation skills are important for me as a professional nurse.
   良い英会話の技術は専門職としての看護婦としての私にとって重要である。
2. Good English reading skills are important for me personally as a nurse.
   良い英語の読解力は看護婦個人としての私にとって重要である。
3. It will be necessary for me to nurse foreign patients.
   外国人患者を看護することは私にとって必然的なものであろう。
4. Nurses in Japan don't need to learn English conversation.
   日本の看護婦は英会話を学ぶことは必要ではない。
5. Nurses should only study the English necessary to take care of patients medical needs.
   看護婦は医療的な欲求をもつ患者を看護することの必要性に基づき英語のみを学ばなければならない。
6. Foreign patients are troublesome.
   外国人患者はめんどくさい
7. All foreign patients can speak English.
   すべての外国人は英語を話すことができる。
8. I would like to speak English well enough to take care of foreign patients emotional needs.
   私は外国人患者の情動的な欲求を十分にケアするために英語を上手に話せるようになりたい。
9. I am interested in learning English only as a hobby.
   私は英語を学ぶことは単に趣味的なものとして興味がある。
10. I am interested in nursing foreign patients.
    私は外国人の患者に興味がある。